



State Capacity Building Center Impact Project An Opportunity for States, Commonwealths, and Territories

The Impact Project helps states, commonwealths, and territories (“states”) as they develop and expand their systemic capacity while planning and implementing their own early childhood priorities. This document includes all the information states need to consider this opportunity and prepare their proposals. The first three sections include substantive and logistical details about the Impact Project and the application process. The sections labeled Proposal Part 1 through Proposal Part 3 contain templates for the three elements of the proposal, which applicants should fill in and submit directly in this document. The proposal templates are followed by several appendices for applicants’ reference.

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Summary of the Impact Project

Overview

The Impact Project is seeking a second round of states. The Impact Project is designed to help states as they develop and expand their systemic capacity while planning and implementing their own early childhood priorities. The focus for each state participating in the Impact Project is state-directed, based on the state's particular context, vision, and goals for the development of a strong early childhood system. The Impact Project offers intensive consultation and assistance from well-regarded experts with extensive state-based experience at no charge over an 18- to 24-month period. As a result of the Impact Project, state early childhood systems leaders should be able to successfully strengthen systems building for effective high-impact services that can improve outcomes for children and families.

The purpose of the Impact Project is to assist states as they develop and expand their capacity for planning, investing in, and implementing quality early childhood systems, policies, and practices. States must include systems and services that are fully or partially supported by their Child Care and Development Fund (CCDF) resources as part of their projects, and their projects must address the CCDF goal of addressing the needs of working families by providing more low-income families with quality services. Projects may be new or underway. Applications are due Monday, September 17. Services are expected to be made available by October 1, 2018, the start of the 2018–19 federal fiscal year.

Project Start Date

October 1, 2018

Project End Date

To be individually determined; projects are expected to last from 18 to 24 months.

Technical Assistance and Consultation

The State Capacity Building Center (SCBC) provides consultation and technical assistance to state leaders and their partners to create innovative early childhood systems and quality programs that improve results for children and families, especially low-income children. The Impact Project offers intensive consultation and assistance from the State Capacity Building Center's well-regarded experts. Consultants with extensive state-based experience will be available to each participating state. Through the Impact Project, states will be provided with intensive consultation and technical assistance to develop and implement action plans focused on their specific priorities. Services are available for a period of 18 to 24 months, with the exact timeframe determined based on each state's project plan.

Participating states will receive the following services:

- ◆ Ongoing consultation and technical assistance from the State Capacity Building Center's Intensive Capacity Building team that is specifically tailored to the state's needs
- ◆ At least monthly calls and tailored support
- ◆ Onsite in-person consultation and visitation on a quarterly basis

Eligibility

States, commonwealths, and territories (“states”) are eligible to apply. At least two and possibly more states will be selected to participate in this project. States may apply in multistate consortiums.

Webinar

An optional webinar will be held on Monday, June 18, from 1:00 to 2:00 p.m. ET to provide an overview and to answer questions about the request for proposals. States and their partners are welcome to participate. Preregistration is required at https://ccssn.adobeconnect.com/impact_project_webinar/event/registration.html.

Letter of Interest

States interested in participating should send a brief letter of interest to OCCInfoServices@icf.com. The letter of interest is due Friday, July 13. It is optional but appreciated!

Proposal Due Date

States interested in working on this project should send their proposals to OCCInfoServices@icf.com. Proposals are due on Monday, September 17 by 8:00 p.m. ET. Please contact OCCInfoServices@icf.com if you need a change in the proposal due date.

Selection Process

The State Capacity Building Center will consider the quality and completeness of the applications, the extent to which selected states represent diverse current capacity and geography, significance of projected outcomes, demonstrated relationship to the state’s priorities, the likelihood of achieving the goals, the likelihood that the project would create sustained change, and the extent to which the project is systemic. States will be notified of their award status in September.

Questions and Support

Feel free to call upon us during the application process for follow-up discussion and support, as well as with questions. Please contact us at OCCInfoServices@icf.com.



Detailed Project Overview

Purpose

The State Capacity Building Center provides consultation and technical assistance to state leaders and their partners to create innovative early childhood systems and programs that improve results for children and families. The State Capacity Building Center is part of the U.S. Department of Health and Human Services Early Childhood Training and Technical Assistance System. The Early Childhood Training and Technical Assistance System is sponsored by the Administration for Children and Families, Offices of Child Care and Head Start.

Through the Impact Project, states receive intensive consultation and technical assistance to develop and implement action plans focused on their specific state policy priorities. Services are available for a period of 18 to 24 months. The purpose of the Impact Project is to assist states as they develop and expand their capacity for planning, investing in, and implementing quality early childhood systems, policies, and practices. States must include systems and services that are fully or partially supported through their CCDF resources as part of their projects, and their projects must address the CCDF goal of addressing the needs of working families by providing more low-income children with quality services. Projects may be new or underway. Intensive consultation and assistance for state leaders and their partners are available through the Impact Project.

By focusing on a state-designated priority, states will be provided with an opportunity to strengthen essential capacity necessary to design and implement their work. *Capacity* refers to an organization or institution's potential to be productive and effective by applying its human and organizational assets to identify and achieve its current and future goals. The five dimensions of capacity used by the Impact Project are as follows:

1. Culture and climate: Values, beliefs, norms, traditions, and work environment
2. Engagement and partnerships: Engagement and partnership with citizens, families, providers, stakeholders, and oversight groups
3. Financial resources: Revenue maximization, financial management, and financial forecasting
4. Infrastructure: Planning, execution, policies, procedures, governance, services continuum, decisionmaking, and quality improvement
5. Knowledge and skills: Expertise and competencies specific to early childhood and to systems design, development, and implementation

The SCBC Impact Project has three guiding principles for its technical assistance services. First, effective state-level technical assistance establishes credibility and expertise, builds partnerships, and develops capacity to support a results-oriented early childhood system. Second, effective capacity building requires understanding each organization and respecting its history, values, and vision. Third, technical assistance and capacity building require examining root causes of issues. Our capacity-development approach fosters creation of effective policy and implementation systems, guides states through institutional reforms, and ensures the sustainability of those practices.

Impact Project Goal

The goal of the Impact Project is to support state leaders and their partners to develop and implement state systems to expand access to and improve the quality of early childhood education. The project is designed to help state leaders and their partners address their specific goals and strategies, to strengthen and support their capacity, and to provide national expertise for their efforts. As a result of the Impact Project, early childhood systems leaders should be able to successfully strengthen systems building for effective high-impact services that improve outcomes and results for children and families.

Through this application process, each state will indicate its own strategic priorities, goals, and approach. Appendix 1 provides information on the nine current state Impact Projects. The information in appendix 1 is provided to demonstrate the wide range of possibility and opportunity for states. States are not limited or bound by the projects identified in appendix 1. The focus for each state is state-directed, based on the state's particular context, vision, and goals for the development of a strong early childhood system. States may request participation for an effort that has already started, as well as for new efforts.

The Impact Project requires applying states to focus on a project that is a priority to the state and is of significance to the system that the state is seeking to develop and implement to best meet the needs of young children and their families for quality early childhood services.

States must include systems and services that are supported through their CCDF resources as part of the application and address the CCDF goal of addressing the needs of working families by providing more low-income children with quality services.

State Activities

Selected states will establish an Impact Project management team to lead the project. Each team must have a leader and a coleader and have sufficient leadership responsibility and authority to oversee the state's project. Each state management team, with support from the State Capacity Building Center, will undertake the following:

- ◆ Finalize its project plan (design and/or implementation), which will include detailed steps, timelines, and roles and responsibilities. The project plan will also describe any anticipated changes needed for successful implementation (for example, financing, governance, program policy, and data systems), and strategies to measure success over time.
- ◆ Identify a lead and coleader for the Impact Project management team. These individuals must have sufficient leadership responsibility and authority to move the state's plan forward.
- ◆ Have a state official executive sponsor (who may be a lead or coleader).
- ◆ Include those who are essential to design and implementation of the state's project in the overall management team, bringing in all necessary partners no later than 6–9 months into the project.
- ◆ Ensure meaningful family and stakeholder communication and partnership.
- ◆ Identify the commitment of time and resources to the state's project.
- ◆ Participate in regular communication with the State Capacity Building Center, including monthly calls.
- ◆ Convene the management team and SCBC consultants for regular in-state meetings (at least four times a year) to facilitate planning and problem solving.
- ◆ Brief the head(s) of the sponsoring agency (or agencies) and the early learning council (or equivalent stakeholder council in the absence of an early learning council) on the project and its progress on a regular basis, and gain their input.
- ◆ Track progress toward completion of the state's action plan and reassess and revise strategies as needed and at least annually.
- ◆ Complete a semiannual self-assessment (provided by the State Capacity Building Center) as part of required semiannual progress reports.
- ◆ Participate in occasional peer learning and advisement with the Impact Project network, with designation of the state coleads as leadership fellows representing the state in the peer learning and advisement network.

Technical Assistance, Consultation, and Support

The State Capacity Building Center will support selected states in their efforts. The State Capacity Building Center is accountable for the following:

- ◆ Designating a dedicated senior consultant for each state.
- ◆ Supporting the lead, colead, and management team in their progress on the project.
- ◆ Providing appropriate types of consultation, to be specifically determined based on each state's application and follow-up conversation, to meet the needs of the state. Appendix 2 provides an overview of some of the types of consultation that may be made available to support each state's plan as well as the team members.
- ◆ Securing additional expertise from the rich array of experts at the federally funded Early Childhood Training and Technical Assistance System, as relevant to each state's project.
- ◆ Providing opportunities for the state management team to learn the skills and develop the capacity to sustain the project and develop and implement new projects so that project management, documentation and analysis, facilitation, and other system-building skills identified by the state and the SCBC are embedded in the team at the end of the project.
- ◆ Providing intensive assistance throughout the project through telephone and email consultation and onsite visits (anticipated to occur four times during each full year of participation).
- ◆ Providing leadership and coordination to promote strengthened capacity to accomplish the proposed project.
- ◆ Providing formative and summative evaluations for ongoing action planning, progress monitoring, and outcome assessment, including use of a semiannual assessment tool.
- ◆ Establishing and supporting an occasional peer learning and advisement Impact Project network whose purposes are to provide advisement to the State Capacity Building Center on the overall progress of the Impact Project, including recommendations to strengthen the work, and to provide a peer learning forum for participating states.

The SCBC will designate a lead consultant from its team and will work in cooperation with the publicly funded training and technical assistance network as well as privately funded initiatives (e.g., the BUILD Initiative) to coordinate resources.

Timeline

Following is the planned schedule for the Impact Project.

Date	Activity
June 2018	Announcement of Impact Project.
June 18 (Monday)	Optional webinar Monday, June 18, from 1:00 to 2:00 p.m. ET. Register by Thursday, June 14, at https://ccssn.adobeconnect.com/impact_project_webinar/event/registration.html . Registration is open to states and their partners.
July 13 (Friday)	States submit letters of interest by 8:00 p.m. ET.
September 17 (Monday)	Proposals due by 8:00 p.m. ET.
August/September	Interviews (via Skype or other virtual means).
September	State selection completed.
October	Details finalized with selected states.
October	Projects commence.
Ongoing	At least monthly consultation. Site visits at least four times in each 12-month period. Semiannual self-assessment and reporting. Annual plan review and revision as needed.

Application Process

Eligibility

States, commonwealths, and territories (“states”) are eligible to apply. At least two states will be selected to participate in this project and more may be included. States may elect to apply in multistate consortiums.

State Selection

The State Capacity Building Center will consider the following factors to as part of the selection process:

- ◆ Application quality and completeness
- ◆ Significance of projected outcomes
- ◆ The project’s demonstrated relationship to the state’s priorities
- ◆ The likelihood that goals will be achieved and that the project will create sustained change
- ◆ The extent to which the work is systemic
- ◆ The extent to which the selected states represent diverse current geography and capacity

The Impact Project expects to engage a range of states, including those that have had previous support to develop their systems and those that have had more limited support.

States may be requested to participate in an interview involving the executive sponsor, the lead and colead, the CCDF Administrator, and the relevant agency head(s) and chair of the early learning council (or equivalent stakeholder council in the absence of an early learning council). Interviews will take place via Skype or other virtual means.

States will be notified about their award status in September 2018.

Optional Webinar

An optional webinar will be held on Monday, June 18, from 1:00 to 2:00 p.m. ET to provide an overview and answer questions about the request for proposals. States and their partners are welcome to participate.

Preregistration is required by Thursday, June 14, and is available at https://ccssn.adobeconnect.com/impact_project_webinar/event/registration.html.

Letter of Interest

States interested in participating should submit a brief letter of interest by 8:00 p.m. ET on July 13 to OCCInfoServices@icf.com. The letter of interest, which should be signed by the head of the agency applying and the head of the state early learning council (or equivalent stakeholder council in the absence of an early learning council), should indicate the state’s intent to apply for the project and include a few sentences describing the project. The letter should be submitted as a PDF. It is optional but appreciated!

Proposal Submission Information

States interested in working on this project should send their proposals to OCCInfoServices@icf.com. Proposals are due by 8:00 p.m. ET on Monday, September 17. Only one proposal will be accepted per state. Proposals must be submitted as a single PDF (although the cover letter may be separate). States should contact OCCInfoServices@icf.com if they would like a Microsoft Word version of the application. Please contact us if you would like to apply but the due date is a barrier for you.

Required Proposal Content

States' proposal packets shall contain the following items:

- ◆ Letter of application signed by the head of the agency, the head of the state's early learning council (for states with councils), and the state's CCDF Administrator. If the project is a multiagency project, the head of each agency must sign the application.
- ◆ Proposal using the fillable templates provided in the following sections of this document:
 - Proposal Part 1. State Context and Vision
 - Proposal Part 2. Project Narrative
 - Proposal Part 3. Management Team Membership

The letter of application and all required elements of the proposal must be submitted together in one email, with all required elements of the proposal submitted as a single PDF. The letter may be submitted as its own PDF file.

Letter of Application

The letter of application—signed by the head of the agency applying, the state's CCDF Administrator, and the head of the state's early learning council (or equivalent stakeholder council in the absence of an early learning council)—should briefly articulate the state's interest in and desired outcomes related to this project and how those outcomes fit within the state's priorities for early childhood.

The letter must also designate, by name, the lead and colead from the state's management team who will lead the team efforts and maintain relationships with the State Capacity Building Center. The letter should indicate understanding of the lead and colead's responsibility to brief the agency head(s) and early learning council about project progress and to gain their input.

If a state chooses to submit a proposal that crosses multiple agencies, each agency head must cosign the letter.

If a state chooses to submit a multistate proposal, each participating state (head of relevant agency or agencies as well as head of early learning council (or equivalent stakeholder council in the absence of an early learning council) must sign the application letter.

States are encouraged to have the governor sign the application letter as well; additional consideration will be given states with support from the governor.

If a state does not have an early learning council (or equivalent stakeholder council in the absence of an early learning council), please indicate this in the application letter.

Please contact us to discuss any questions about what constitutes an agency.

Proposal

The following table summarizes required proposal content that must accompany the letter of application.

Category	Description
State context and vision (proposal part 1)	<p>Describe the state context and the state's vision. Be sure to include the following:</p> <ul style="list-style-type: none"> ◆ A description of the top early childhood policy priorities for the state with supporting information that validates these as the state's top priorities (for example, state strategic plan, budget, CCDF Plan, legislation, public-private partnerships). ◆ An overview of the current state context, including current early childhood strengths, key early childhood issues, and the state's early childhood population. ◆ An overview of the specific state-determined priority that the state is addressing through the Impact Project. Please include <ul style="list-style-type: none"> ■ how the project relates to the state's top early childhood priorities and the current key issues the state is addressing; ■ the overall rationale for why the state is selecting this initiative; ■ evidence of the state's commitment to this priority and, specifically, to this project to meet its priority; and ■ how the current policy environment is suited to addressing the selected project.
Project narrative (proposal part 2)	<p>Describe your project using the template in the "proposal part 2" section of this document. Provide the specific project goals, strategies, activities, person responsible, timeline, and measures of progress, as well as the consultation and assistance you would like from the State Capacity Building Center.</p> <p>Once a state has been selected, the State Capacity Building Center will work with the state to refine and strengthen state plans as needed and to tailor consultation to the needs of the state.</p>
Management team membership (proposal part 3)	<p>Please complete the management team table using the template in the "proposal part 3" section of this document. This table includes information such as the proposed team roster, a brief summary of each team member's experience, and how much time state staff and other team members will be devoting to this project.</p> <p>Teams must include those who are necessary to successfully plan and implement the proposed project, such as members outside state government, including providers (child care, Head Start, early intervention, prekindergarten, etc.); teachers; families; and leaders from statewide policy organizations, school districts, the business community, foundations, state early childhood associations, tribal organizations, and/or organizations representing immigrants and other critical populations. As appropriate, the Head Start State Collaboration Director should be invited to participate on the management team.</p> <p>During the first nine months, representatives of those essential to planning and implementing the project must be brought into the management team; states may elect to tentatively identify these individuals in their proposals with the understanding that their participation is critical for achieving quality implementation and sustainability over time.</p> <p>Teams are expected to include a non-state government representative from the state early learning council (or equivalent stakeholder council in the absence of an early learning council).</p>



Category	Description
	<p>In addition to completing the state team table, please provide a narrative to address the following information:</p> <ul style="list-style-type: none"> ◆ If the management team is a preexisting group, please indicate how long it has been working together, for what purpose, and its key points of progress. ◆ Describe how this team will work together to ensure that it regularly communicates and solves problems to keep the work moving forward. ◆ Describe the plan for ensuring meaningful family and stakeholder communication and partnerships. ◆ Each team must have an executive sponsor—a high-level state official with decisionmaking authority for this project. It is preferable that this person be the lead or colead for the project. <ul style="list-style-type: none"> ■ Please identify the executive sponsor and explain the reporting relationship of the team lead and colead to that person. ■ Explain how the state will assure that the executive sponsor provides necessary leadership, engagement, support, and problem-solving assistance, whether the executive sponsor is lead, colead, a member of management team, or in another role. ◆ Each team must be led by two state employees (lead and colead) with the demonstrated leadership and authority to move the identified project forward. <ul style="list-style-type: none"> ■ Identify the lead and colead and provide evidence of their leadership authority to move the project forward ■ Describe how the lead and colead will regularly communicate with the executive sponsor (if neither the lead nor colead is the executive sponsor) and head of the agency (or agencies) and the early learning council (or equivalent stakeholder council in the absence of an early learning council) and the CCDF Administrator (if neither the lead nor colead is the CCDF Administrator) about project activities and garner their support for moving forward and solving problems. ■ Describe how the lead and colead will be responsible for ensuring that the team meets regularly, makes steady progress toward carrying out the action plan, and fulfills all reporting requirements. ■ Describe how the lead and colead will work with the intensive consultation team. <p>Note that the team lead and colead will be responsible for serving as the Impact Project leadership fellows and for advising the State Capacity Building Center on ways to strengthen the project and to share learning with other leadership fellows.</p>



Proposal Part 1. State Context and Vision

Describe the state context and vision. Be sure to include the following:

- ◆ A description of the top early childhood policy priorities for the state with supporting information that validates these as the state's top priorities (for example, state strategic plan, budget, CCDF Plan, legislation, public-private partnerships).
- ◆ An overview of the current state context, including current early childhood strengths, key early childhood issues, and the state's early childhood population.
- ◆ An overview of the specific state-determined priority that the state is addressing through the Impact Project. Please include
 - how the project relates to the state's top early childhood priorities and the current key issues the state is addressing;
 - the overall rationale for why the state is selecting this initiative;
 - evidence of the state's commitment to this priority and, specifically, to this project to meet its priority; and
 - how the current policy environment is suited to addressing the selected project.



Proposal Part 2. Project Narrative

Overall Project Information

Please provide the following information regarding your proposed project.

State name

Contact person (name, title, email, phone)

Proposed time period for participation in the Impact Project

Briefly explain your project, including how it supports the goal of addressing the needs of working families by providing more children from low-income families with high-quality child care.

Briefly explain which aspects of the federal Child Care and Development Block Grant law and implementing regulations are addressed by your Impact Project.



Project Goals

Use this template to summarize project goals, strategies, activities, person responsible, timeline, and measures of progress, as well as the consultation and assistance you would like from the State Capacity Building Center. Space is provided for up to three goals, but only one goal is required. For each goal, please describe the following:

- ◆ **Goal:** What is your goal?
- ◆ **Strategies and activities:** What are the strategies and activities needed to reach your goal?
- ◆ **Lead team member:** Who is the person(s) responsible for this goal? If he or she is not on the management team, please describe his or her role and time commitment, and how he or she will participate.
- ◆ **Proposed timelines and deliverables:** What is your timeline? What constitutes the deliverables?
- ◆ **Indicators of progress and success:** How will you and the team know if you made progress and were successful?
- ◆ **Request for consultation:** What is the assistance and consultation you need to address the goal, strategy, and activities?

Goal 1:

Strategies and activities

Lead team member

Proposed timelines and deliverables

Indicators of progress and success

Request for consultation

Goal 2:

Strategies and activities

Lead team member

Proposed timelines and deliverables



Goal 2:

Indicators of progress and success

Request for consultation

Goal 3:

Strategies and activities

Lead team member

Proposed timelines and deliverables

Indicators of progress and success

Request for consultation



Proposal Part 3. Management Team Membership

Management Team Table

Use this template to complete the management team membership table. The table includes a brief summary of each team member's experience, rationale for inclusion on the management team, and how much time he or she will be devoting to this particular project.

Name	Job Title and Organization ^a	Team Role ^b	Experience	Rationale for Participation	Time Devoted to This Project ^c

^a Please do not use abbreviations. Specify whether the organization is a government entity and, if so, indicate the agency or office its authority is derived from.

^b Use the following abbreviations: ES = Executive Sponsor, L = Lead, CoL = Colead, M = Member, ELC = non-state-governmental representative of Early Learning Council, CCDF = state's designated CCDF Administrator

^c Percentage of full-time equivalent, assuming a 40-hour work week (or whatever your state defines as a full work week).



Management Team Narrative

Please use this space to provide your management team narrative (see detailed guidance on pages 10–11).

Appendix 1. Overview of Current Impact Projects

The Impact Project started providing services in the summer of 2016. An overview of the state projects and highlights of their progress to date are provided in this appendix, along with participants' comments about their experience with the Impact Project.

Participant Comments

The following comments were submitted by current Impact Project participants. These are the participants' own words.

- ◆ The value of the Impact Project includes adding credibility to the work, having external involvement has been helpful with the range of stakeholders, capacity building has been very helpful.
- ◆ I (Executive Sponsor) was initially skeptical but I now see the value add of this approach with a state application, a competition, and state priorities with support provided.
- ◆ Senior Consultant had to learn all of these systems. She has learned these quickly. She has taken the lead on a lot of research which has been very helpful to us. She has learned our system pretty quickly, especially with [specific content]. That has been super helpful. She has pushed us to think of things that we would not have thought of on our own, and to take the provider side more specifically into account. It has been really wonderful to have the supports and I don't think we would be where we are without this support.
- ◆ We have experienced a lot of flux, with a new leader and a lot of external things happening, and this has caused us to alter our priorities. The value of the Impact project is that is a specific, intensive model and it does keep us accountable. Impact has helped us stay on track. The Senior Consultant provides us with project management and content expertise. This helps us move things forward. The really important features of this work are having face to face meetings. We focus on problem solving and strategizing about how to move forward. Staff has enjoyed having someone to talk to, and having a thought partner, and to challenge ourselves. It has been a positive and helpful experience. This is the most helpful TA we have ever received.
- ◆ Senior Consultant has been very responsive in following up with questions and providing information. She provides the state with lead in questions, which rather than "giving an answer" has the state think about the direction that they would like to go. She is also very thoughtful in meeting planning and how to bring stakeholders together and get the most out of meetings.
- ◆ Senior Consultant ties us into a wealth of technical assistance and content resources. Her ability to ask the hard questions helps us move through our projects with greater perspective. Senior Consultant's attention and consultation with both content and process is very appreciated.
- ◆ The research Senior Consultant has done on our behalf has been extremely helpful and leading the key informant interviews and consolidating the information gathered has been very helpful as well.
- ◆ It has been very helpful to have the Senior Consultant facilitate our meetings. The credibility lent to the project by having support from the Impact Project Consultants has also been helpful in establishing the work as important. Having the content expertise of our Infant Toddler Specialist included as part of the project has been incredibly valuable ... and helped build a sense of legitimacy to this work that before now, was not appreciated by many of the folks on the committee.
- ◆ Senior Consultant is very helpful. It has been an evolution, and appreciate that Senior Consultant makes adjustments as we go forward.
- ◆ This is great. This project is so important and I am so pleased with the progress that has been made. Thank you for all of your help and guidance! I really appreciate and value all.

Overview of Current Projects

Nine states are participating in the Impact Project, as highlighted below. These states were selected through a competitive application process. They have diverse contexts, geographies, and entry points for advancing quality. They are united by their commitment to building stronger early childhood systems to support significant change for young children from low-income families. The focus of each project is particular to that state. A high-level summary of each project is followed by a table summarizing key priorities by topic.

- ◆ Colorado is supporting its workforce through the development of a qualified substitute pool for center-based child care and family child care.
- ◆ Florida is fostering a comprehensive early learning system by integrating current quality initiatives and enhancing its Early Learning Performance Funding Project.
- ◆ Georgia is taking a multipronged approach to strengthening its infant and toddler care system by increasing professional development opportunities and providing financial supports connected to its child care assistance program.
- ◆ Indiana is developing key quality systems, including a training registry, a trainer and training approval system, a revised quality rating and improvement system (QRIS), and an enhanced coaching network.
- ◆ New Hampshire is enhancing its workforce by developing new incentives for teacher retention, expanding workforce diversity, providing alternative professional development opportunities to meet teacher qualifications, and addressing compensation.
- ◆ North Dakota is developing a strategic plan and an implementation plan to improve infant and toddler care and education.
- ◆ The Northern Mariana Islands is focusing on comprehensive strategies to develop its workforce and increase the supply of infant and toddler care.
- ◆ Oregon is updating its QRIS, monitoring, licensing, and training systems; implementing new approaches such as integrated monitoring; and developing an infant/toddler plan.
- ◆ South Carolina is focusing on early childhood and family mental health by establishing provider competencies and a network of mental health and wellness coordinators across the state.

The table below shows each state's focus areas across three broad topics.

	CNMI	CO	FL	GA	IN	ND	NH	OR	SC
Infant/toddler care	✓			✓		✓		✓	✓
Quality initiatives			✓		✓			✓	✓
Workforce	✓	✓		✓	✓		✓		✓

In addition to its content focus, each Impact Project state has identified one or more capacity goals, as shown in following tables. As part of the Impact Project, the SCBC designed a capacity self-assessment tool, which it has been using with participating states. The Impact Project tackles capacity building in the context of each state's substantive priorities so that capacity building is embedded in the state's work.

Impact Project Capacity Goals (as of March 2017)**Culture and Climate**

	CNMI	CO	FL	GA	IN	ND	NH	OR	SC	Total
Establishing leadership behavior			✓	✓			✓			2
Promoting equity			✓	✓				✓		2
Sharing an understanding of common vision and goals throughout the organization	✓		✓				✓		✓	4
Setting expectations to accommodate and sustain change									✓	1
Valuing performance throughout the organization									✓	1

Engagement and Partnerships

	CNMI	CO	FL	GA	IN	ND	NH	OR	SC	Total
Establishing and maintaining relationships with stakeholders		✓	✓		✓			✓		3
Establishing and sustaining local community presence and involvement			✓						✓	2
Implementing formal feedback loops as part of stakeholder engagement								✓	✓	2
Mobilizing and motivating stakeholders										0

Financing Strategically

	CNMI	CO	FL	GA	IN	ND	NH	OR	SC	Total
Maximizing revenue			✓							1
Managing finances										0

**Infrastructure**

	CNMI	CO	FL	GA	IN	ND	NH	OR	SC	Total
Creating a high-functioning management team										0
Establishing high-functioning interagency planning and implementation					✓					1
Developing and using a strategic plan			✓			✓				2
Using performance management and continuous quality improvement			✓							1
Influencing high-level decisionmakers and policymaking										0
Using organizational structures and processes to function effectively and efficiently in critical areas such as communication, decisionmaking, and planning	✓	✓								2
Developing, aligning, and integrating a system of support for children, families, and early childhood programs										0

Knowledge and Skills

	CNMI	CO	FL	GA	IN	ND	NH	OR	SC	Total
Using systems thinking	✓									1
Incorporating a distributed leadership perspective										0
Thinking strategically										0
Executing the work										0
Valuing equity and diversity										0

Project Updates

This section provides highlights of state progress on content, process, and capacity building in the first half of the 2017–18 federal fiscal year.

Colorado

◆ Progress on content

- Colorado's legislation to authorize the new license to allow for substitute pools was drafted, went through the hearing process, passed, and was signed by the governor. The state's Early Childhood Leadership Commission—which serves as one of the Impact leads—has taken the lead in advancing the legislation, and secured bipartisan support from the Early Childhood School Readiness Legislative Commission. Chalkbeat's report on the bill is here: <https://www.chalkbeat.org/posts/co/2018/03/26/child-care-substitutes-are-in-short-supply-a-new-colorado-law-could-make-them-a-little-easier-to-find/>.

◆ Process highlight

- The Senior Consultant has conducted a series of key informant interviews to support the implementation plan for the new license.

◆ Capacity-building highlight

- Colorado has a capacity-building goal on stakeholder engagement. In this time period, capacity was enhanced through the Early Childhood Leadership Commission's successful work to broaden commitment to the substitute pool and subsequent engagement and support from the bipartisan legislative commission, as well as further stakeholder engagement with providers and organizations for whom the pool is being formed.

Florida

◆ Progress on content

- Florida's achievements during this time period include the completion of multidisciplinary training on system scaling needs; implementation of its revised design for its statewide quality initiative; and introduction of legislation in support of this project. The legislation authorizing the statewide expansion of this work passed. The landmark bill is considered to be the most impactful child care legislation since the School Readiness Act (Florida's subsidized child care program) passed in 1999.

The new law will require the Florida Office of Early Learning (OEL) to adopt program accountability measures, including a provider and program assessment of teacher-child interactions, in order to begin to weed out the lowest performing providers and to establish a baseline for improvement and performance-based reimbursement. An appropriation of \$6 million in federal Child Care and Development Block Grant trust fund dollars will pay for these baseline assessments. The law will also require the OEL to identify an observation-based child outcome measure to strengthen quality improvement strategies, improve early childhood teaching practices, and increase positive child outcomes.

◆ Process highlight

- In addition to engagement with the quarterly in-person meeting of the management team for the project, the Senior Consultant facilitated deeper-dive discussion and analysis of the overall financing to realize the expansion of the work.

◆ Capacity-building highlights

- Florida has promoting equity as a capacity-building goal, and during this time period the needs assessment for this work was completed.
- Florida has building leadership as a capacity-building goal, and during this time period the state has introduced major changes in building the systems-thinking and team problem-solving orientation and skills of the leadership team for the entire office, not just for the Impact Project. In short, they have started scaling strategies from the Impact Project capacity building throughout the office.

Georgia

◆ Progress on content

- Georgia continued to implement the newly funded Early Language and Literacy project work with specialists who have not previously participated in a wide variety of professional learning opportunities and are thinking forward beyond the grant to using what's been learned in the infant/toddler classrooms.

◆ Process highlight

- The Senior Consultant responded to identified needs for continued leadership development through research and preparation of information about early childhood systems leadership training. Additionally, further information was provided via both memo and expert consultation on the topic of financing infant/toddler mental health consultation in child care centers. The memo included documents, resources, and analytics on trends around the following categories: policy, financing, referral systems, and options for program and service delivery networks.

◆ Capacity-building highlight

- Georgia adopted a new capacity goal regarding equity and engaged the agency's research director in working with the Impact Project team to finalize the goal and a workplan for the goal.

Indiana

◆ Progress on content

- Indiana completed the design and testing of the training system and provider portal.

◆ Process highlight

- The Senior Consultant provided consultation regarding both structure and support to the various workgroups that support the Impact Project, including QRIS and coaching.

◆ Capacity-building highlight

- Indiana has a capacity-building goal around stakeholder engagement and partnerships, and engaged in mapping of these stakeholders in order to ensure that Indiana has identified all of the stakeholders and has an intentional plan of engagement.

New Hampshire

◆ Progress on content

- New Hampshire's accomplishments include defining and prioritizing its retention and recruitment strategies, reviewing numerous wage studies, and determining the workforce survey questions it will use for the upcoming workforce study. Two foundations have committed to supporting the workforce study, thus forming a new public-private partnership in New Hampshire.

◆ Process highlight

- The Senior Consultant structured a process for the team to come to consensus on definitions in a purpose statement, supported a critical staff transition in the Impact Project lead role, supported the successful partnership with the foundations by outlining the purpose of the Impact Project and the workforce study and supporting staff capacity to meet with the foundation staff, and structured a process for the team to prioritize strategies for recruitment, retention, and compensation.

◆ Capacity-building highlight

- New Hampshire has a capacity-building goal on establishing leadership behavior and specifically on having a common set of beliefs and values that are widely shared within the management team. The newly appointed head of the child group, who is also the executive sponsor for the Impact Project, met with the full team to review their purpose statement and to discuss how it relates to the overall work in the child care group. During the last month of this report, New Hampshire also started its additional intensive capacity-building activity through its Early Childhood Governance Task Force, which is organized through its state early childhood advisory committee. The Impact Team lead started providing intensive subject matter and facilitation services to assist this group.

North Dakota

◆ Progress on content

- North Dakota completed its deep-dive review of its QRIS by completing the BUILD Initiative self-assessment and preparing itself to use the Cost Estimation Model. They have established the mission, vision, and goals for the QRIS as a result of this analysis and work, and have determined that the Impact Project management team is currently serving as the governance structure for the QRIS.

◆ Process highlights

- The Senior Consultant conducted a key informant interview with a program that ended its participation in the QRIS to help the North Dakota team better understand provider perceptions of the program.
- The Senior Consultant sought to balance the continued focus on the Impact Project as North Dakota continues to experience major leadership and organizational changes.

◆ Capacity-building highlight

- North Dakota is building its capacity to develop and use a strategic plan. As part of their creation of a theory of change for the QRIS, they focused on ensuring that they understand the preconditions that are needed for them to be successful in moving toward broader engagement with the QRIS and the focus on infants and toddlers within the QRIS.

Northern Mariana Islands

- ◆ Progress on content
 - The Northern Mariana Islands received its first-ever local-tax-generated revenue for investment in the child care program. This allocation of over \$400,000 comes from local casino revenue.
- ◆ Process highlight
 - As the staff has enlarged the number of stakeholders with whom it is interacting (that is, elected officials and the leader of Northern Marianas College), the Senior Consultant has assisted the group in refining and prioritizing its information and focus for these meetings through supported data analysis as well as assistance with preparation of talking points and the like.
- ◆ Capacity-building highlight
 - Northern Mariana Islands has focused its capacity building on systems thinking, specifically on increasing their knowledge of the habits of systems thinking. Impact team members are asked to implement the new skills that are worked on during the in-person quarterly meetings.

Oregon

- ◆ Progress on content
 - Oregon completed its analysis on nonexpiring licenses and is now focusing on changing regulations to incorporate the use of risk-assessed rules in monitoring. For its work on diversification of trainers, Oregon formed a new partnership with private funders who have an interest in creating systems to support diverse master trainers and has completed draft trainer competencies and is now eliciting feedback on them. Next steps include a survey for current trainers and developing supports for trainers around working with diverse providers and providers serving culturally diverse children and families. For its work on the QRIS, with a new director for the Oregon Department of Early Learning (ODEL) now on board and oriented, the QRIS redesign is being expanded to cultivate a strong vision around quality leading to improved school readiness, including the use of observational tools as part of Oregon's Spark standards. The current infant/toddler landscape assessment and data collection was completed, and work was started to vet it within the state agency.
- ◆ Process highlight
 - The Senior Consultant incorporated the vision of the new director into a draft reframing of Oregon's Spark standards and protocols that is serving as a strengthened base for discussion and next steps in the QRIS redesign. Extensive resources have been provided to the goal leaders as foundational information and cutting-edge practices from other states.
- ◆ Capacity-building highlight
 - Oregon has a focus on capacity goals around promoting equity and diversity as well as internal and external engagement. A public stakeholder engagement process has been a hallmark of the QRIS revisioning and the infant/toddler landscape scan. The ODEL teams have begun a strong practice of meeting and consulting more frequently across sectors (prekindergarten, Head Start, child care, QRIS) to align policies, practices, and regulation.



South Carolina

- ◆ Progress on content
 - South Carolina formally launched its infant–early childhood mental health competencies and endorsement system, including the identification of the endorsement leadership cohort with representatives from all the major child-serving institutions.
- ◆ Process highlight
 - The original project director moved on from the project, and a new director has been hired. The Senior Consultant has provided information and guidance to the new project director. With the large, multiagency collaboration in support of South Carolina’s work, the Senior Consultant plays a critical role as the facilitator and neutral party across the many agencies working together on this initiative.
- ◆ Capacity-building highlight
 - South Carolina focuses on culture and climate, and has developed the logic model around setting expectations to support and sustain change.

Appendix 2. State Capacity Building Center Impact Project Consulting Services and Team

Consultation Services

Consultation services are individualized to meet the needs of the participating states. The list below illustrates the types of services available.

- ◆ Coaching
- ◆ Documentation and analysis
- ◆ Facilitation
- ◆ Interviewing and focus group services
- ◆ Project management
- ◆ Process consultation
- ◆ Subject-matter expert and national expert consultation
- ◆ Thought partnership

The core members who will provide the day-to-day work with participating states are from the State Capacity Building Center. The team includes the following individuals.

Team Members

Harriet Dichter oversees the Impact Project team at the State Capacity Building Center. In addition to extensive experience consulting with state and local government, policy and service organizations, and foundations on a broad range of early childhood systems issues and services, she developed and led state and local public systems and services in early childhood (founding deputy secretary, Pennsylvania Office of Child Development and Early Learning; secretary, Pennsylvania Department of Human Services; executive director, Delaware Office of Early Learning; director, City of Philadelphia Office of Maternal and Child Health; deputy managing director for child policy, City of Philadelphia). She has led locally and nationally in the nonprofit (legal services, United Way, Ounce of Prevention Fund, First Five Years Fund) and philanthropic (Pew Charitable Trusts) sectors on children's issues. She is a graduate of Yale University (BA, summa cum laude) and the University of Pennsylvania (JD, cum laude).

Sangree Froelicher, associated with the State Capacity Building Center at ICF, is an early childhood and social services leader who has worked at the national, regional, and state levels in the public, private, and nonprofit sectors. She has developed and managed numerous projects and programs and researched and conceptualized initiatives at private, nonprofit, and public agencies. In her work leading others in outcome-based planning and change management, she has specialized in public policy, continuous quality improvement, and system-change initiatives, as well as in negotiating and managing complex projects entailing multifaceted relationships. Throughout this work, Froelicher has built a reputation for being a big thinker while maintaining a focus on practical steps that can be taken to assure success.

Debi Mathias serves as the director of the QRIS National Learning Network with the BUILD Initiative. She works with a broad cross-section of partners at the state and national level focused on the development and implementation of quality rating and improvement systems. The BUILD Initiative partners with ICF through the State Capacity Building Center and the National Center on Early Childhood Quality Assurance. Previous to her work in with the BUILD Initiative, Debi was the director of early learning services in the Pennsylvania Office of



Child Development and Early Learning for the Departments of Education and Public Welfare in Pennsylvania. Debi also served as program director of SUM Child Development Inc., which began as a single child care program that grew into a multisite early care and education program accredited by the National Association for the Education of Young Children and serving 800+ children from ages 6 weeks to 12 years.

Kim M. Means, part of the State Capacity Building Center at ICF International, is a leader in early childhood education who has worked at the national level for over 25 years. She has a deep understanding of the science, art, and practice of developing and operationalizing standards and policy and navigating the challenges related to the variation that exists within and across states. Her work has focused on setting standards, classroom and program assessment, accreditation, the use of CLASS by large systems, reliable monitoring, and policy alignment across settings. She has worked at the Office of Head Start, as a consultant to state and Federal agencies, and with nonprofit and for-profit companies, and led National Association for the Education of Young Children accreditation during the transition and implementation of the reinvented system and revised standards.

Desiree Reddick-Head is a leader in early childhood who has worked at the national, regional, and state levels in the public, private, and nonprofit sectors. She has developed and managed numerous projects and programs at the state and local levels. She has specialized in public policy, quality improvement, system development, and supporting state leaders in a strength-based approach to planning and management. As a state child care administrator, Reddick-Head implemented state laws related to professionalizing the field, created the first quality improvement system for the state, and redesigned policies to support children's development. She has worked as a consultant in the field assisting states with child financial assistance policy development, creating quality improvement systems, improving professional development, and developing early childhood systems. She is part of the State Capacity Building Center at ICF International.